



## ENGLISH

### Unit – Interacting with others

In this unit students examine a range of multimodal texts, including poetry and rhymes.

Students will listen to, innovate on and create a rhyme using written and spoken communication.

**Use appropriate interaction skills** to listen to and respond to others in a familiar environment.

**Listen** for rhyme, letter patterns and sounds in words.

In informal group and whole class settings, students will **communicate clearly**.

**Identify and use** rhyme, orally blend and segment sounds in words.

**Apply** letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops in writing.

Students will continue learning single sounds and the formation of letter shapes, strategies to decode texts and a bank of sight words to assist with reading fluency.

## MATHEMATICS

Students have opportunities to develop understandings of:

### **Number**

look for and make connections between number names, numerals and quantities, and compare quantities, using elementary mathematical reasoning in active learning experiences  
explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, adding to and taking away from collections to at least 10

### **Measurement**

build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events.



## SCIENCE

### Unit – Chemical Science

In this unit students recognise that objects can be composed of different materials and describe the observable properties of those materials.

- observing and manipulating objects to identify the materials they are made of and recognising that some objects are made of more than one type of material
- recognising that tools such as magnifying glasses enable more-detailed observations
- sorting and grouping materials based on observed properties such as colour, hardness, texture and flexibility
- creating a display of different materials, naming each material and exploring language to describe properties of materials
- suggesting why different parts of everyday objects, such as saucepans and clothing, are made from different materials
- investigating the ways in which First Nations Australians make utensils for different purposes by combining different materials

## HASS (Humanities & Social Sciences)

### Unit 1– “My Personal World”

The Foundation curriculum focuses on developing students’ understanding of their personal worlds, including their personal and family histories, and the places they live in and belong to. Through inquiries into their family, familiar events and their own history, students examine evidence of the past and explore how the past is different from the present. They develop a deeper understanding about why some events are important in their own and others’ lives. Students explore the places they live in and belong to, and observe and describe them. They identify the reasons why places are important to people and how they can care for them. They recognise that First Nations Australians have a special connection to places and that their school is located on the local Country/Place. Inquiry questions provide a framework for developing students’ knowledge, understanding and skills.

The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- Who am I, where do I live and who came before me?
- Why are some places and events special, and how do we know?

## THE ARTS- Music

### Unit - Elements of Music

Students will concentrate on extending their knowledge of musical elements whilst rehearsing for their pantomimes.

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## AUSLAN

This term in Auslan, Karalee students will be learning many ‘High Frequency Words’. These are words that are frequently used throughout sentences. The HFW will be explicitly taught and then as a whole class we will place these HFW into sentences. This will begin to create flow for the students in their interactions with each other.

Finger spelling the letters of the alphabet, number counting, colours, animals, manners and greetings will all continue to be revised. These basic Auslan skills will continue to be developed through discussions together, movement and song.

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## HPE - (Health & Physical Education)

### **Health-** I am growing and changing

This term, students will be learning about how they are changing as they grow. They will look at actions that help them stay safe, healthy and active.

**Physical Education-** Catch the Bean and Athletics  
Preps students will be performing throwing and catching with balls and beanbags. They will work with a partner to solve balancing challenges when using beanbags and practice their social skills when working with others in a range of activities. Students will also be developing their athletic abilities such as long jump, high jump, running and throwing.

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## TECHNOLOGIES – Design

### Unit- Spin it

In this unit, students will explore toys. They will investigate materials and forces such as push, pull and spin. Students will follow steps from the teacher to build toys using different materials and investigating these forces. They will design and create toys using these forces.

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